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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 24 titles deal with a variety of topics, including the follwing: (1) the effects of junior great books programs on students' thinking and reading skills, (2) adolescent novels and the ideology of femininity, (3) the effect of using thematic preorganizers on high school literature students' comprehension, (4) the relationship between children's cognitive levels of development and their responses to literature, (5) newspaper fiction published in the United States between 1890 and 1930, (6) furthering high school students' moral and ego growth through the study of English literature, (7) fifth grade students' response to picture books, (8) reading and visual imagination, (9) the rhetorical approach to teaching poetry, (10) myths and realities in contempory adolescent novels of sport, (11) growth in the size of the reading public for American novels between 1837 and 1857, and (12) assessing the authenticity of the African-American experience in children's fiction. (RBW)

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Literature. Literary Response, and the Teaching of Literature:

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Compiled by the Staff
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Abstracts of the following dissertations are included in this collection:

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EFFECTS OF FIFTH GRADERS' ATTITUDES AND CRITICAL THINKING/READING SKILLS RESULTING FROM A JUNIOR GREAT BOOKS PROGRAM CHILDREN'S COGNITIVE LEVEL

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A DEVELOPMENTAL APPROACH TO THE TEACHING OF LITERATURE: A CONTEXT FOR MORAL AND EGO GROWTH IN ADOLESCENTS

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EFFECTS OF FIFTH GRADERS' ATTITUDES AND CRITICAL THINKING/READING SKILLS RESULTING FROM A JUNIOR GREAT BOOKS PROGRAM

Order No. DA8411599

BIRD, JAN J., ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1984. 133pp. Chairperson: Maurie Hillson

There is evidence that while students are mastering literal reading comprehension skills, they are not mastering the more complex skills termed critical thinking/reading. The Junior Great Books Program encompasses methods and materials which differ from a traditional basal approach to reading. This investigation examined whether or not the Junior Great Books approach enhanced critical reading skills, critical thinking skills, attitude toward reading, whether sex or previous experience with Junior Great Books affected these variables, and whether there was any relationship among the variables.

The top level fifth grade readers in four socioeconomically similar schools participated in this study. One group had a basal program, one group had a mixed program of Junior Great Books part-time with basal and teacher-designed reading activities, and a third group had Junior Great Books as a full-time reading program. All groups took a pretest of attitude (*Estes Attitude Scale*) and critical thinking (*Ross Test of Higher Cognitive Processes*--subsections 5 and 6, synthesis and evaluation). After the Program's completion, each group was given the Estes and Ross tests again, along with the *Worden Critical Thinking/Reading Appraisal*.

The data supported the hypotheses that students in the Junior Great Books program both on a mixed and full time basis did better in critical thinking and critical reading than students in basal programs alone. There was no significant difference between the mixed and full time groups. There were no significant differences in attitude toward reading between groups nor was there a differential effect due to sex or previous experience with Junior Great Books. In the full time Junior Great Books treatment condition, significant positive correlation was found between critical reading and attitude, and between critical reading and critical thinking.

THE READING PROCESS AND THE PEDAGOGY OF LITERATURE AT THE UNDERGRADUATE LEVEL: COOPER'S LITTLEPAGE MANUSCRIPTS AS AN AMERICAN JEREMIAD

Order No. DA8416426

CALABRO, JOHN ANTHONY, PH.D. *University of Virginia*, 1983. 221pp.

The first discourse derives a set of implications for the pedagogy of literature from the past decade's critical emphasis on "the reader" and recent developments in theories of reading. Restricted to implications for the teaching of lower-level undergraduates, the study provides a unitary perspective on such readers by developing a model of the reading process that synthesizes the ideas of various philosophers of language, literary and educational theorists, and cognitive scientists. After developing the model, the discourse validates it by pointing out the connections between the model, the discourse validates it by pointing out the connections between the model and common reactions by students to works they encounter in their courses. With the model validated the study then draws some conclusions about pedagogy. For the most part the conclusions are general, and necessarily so, given the many variables involved when one speaks of courses for "lower-level undergraduates." But a few specific techniques are also endorsed. Finally, the discourse sketches in the likely pedagogical uses of a "generative poetics" in conjunction with its model of the reading process.

The second discourse investigates James Fenimore Cooper's Littlepage Manuscripts: *Satanstoe* (1845), *The Chainbearer* (1845), and *The Redskins* (1846). Taking authorial intentions into account, the study focuses on the novels as parts of a unit, a trilogy, with a specific didactic purpose that is carried forward through all three volumes. The purpose is reform. Cooper attempts to reverse certain damaging political and social "trends" in the American republic, and the Manuscripts amount to an extended jeremiad addressed by Cooper to his countrymen. Consciously or unconsciously, Cooper adopts the rhetorical mode that had, by the time he wrote, long before extended beyond its origins in the New England Puritan pulpit and had intruded widely into the secular culture as a paradigm for public discourse. By placing the Manuscripts in this context of Puritanism and its lasting cultural influence, the discourse is able to use the history of the American jeremiad both as the point of departure for its critical approach, and as a tool for analyzing what Cooper attempts, how much he achieves, and why the trilogy is, finally, an aesthetic and didactic failure.

BECOMING A WOMAN THROUGH ROMANCE: ADOLESCENT NOVELS AND THE IDEOLOGY OF FEMININITY

Order No. DA8413246

CHRISTIAN, LINDA KATHRYN, PH.D. *The University of Wisconsin - Madison*, 1984. 512pp. Supervisor: Professor Michael W. Apple

This dissertation analyzed 34 recommended American adolescent romance novels written from 1942-1982 to determine how ideologies of adolescent femininity were constructed through the interplay of form and content. Using models from semiotics and reproduction theory, relationships between romance, femininity, power and control were analyzed.

Three codes acted as units of meaning: romance, beautification and sexuality. Romance produced definitions of femininity with beautification and sexuality articulated through romance. It became the transforming experience that brought heroines to womanhood, giving them strength and status while endowing their lives with meaning. Romance stimulated interests in beautification which sexually objectified the heroine while providing occasions for distinct forms of feminine work involving consumption. Beautification was linked to reproducing a division of labor in which heroines were situated as consumers of goods, homemakers and outside of the workforce. The code of sexuality was based in fidelity to a single boy with mature sexual relationships problematic in later novels.

Analysis of narrative structure disclosed a close relationship between ideologies of femininity produced through the codes and the construction of the feminine narrative subject. Narrative structure was organized through a system of oppositions in which the good/bad and weak/strong pairs generated the model of femininity extolled in the novels. This hinged on the "good girl" whose esteem was maintained by filial obedience and adherence to traditional romantic conduct. Conflicts occurred in the novels of 1960-1970 as heroines were caught between adherence to traditional sexual codes, boyfriends' pressures toward genital relationships and heroines' demands for increased autonomy.

Meaning and structure remained very constant although the aforementioned tensions were responses to historical and political currents within the society in which these novels were written and published.

The family and romance are major areas where much of the reproduction of gender occurs while being the locus of intense control over women. Ideologies of femininity in the novels had economic and ethnic underpinnings locatable within the life experience of the new middle class. While this study shows that curricular materials are important in actively shaping traditional social identities, they are also sites where tensions are played out.

THE EFFECTS OF THEMATIC PRE-ORGANIZERS ON THE LITERAL AND INFERENTIAL COMPREHENSION OF TENTH-GRADE WORLD LITERATURE STUDENTS

Order No. DA8415498

CLEMENTS, GENEVA LORETTA (WESTER), ED.D. *Auburn University*, 1984. 167pp. Director: Terry C. Ley

Research has supported the use of numerous prereading strategies to facilitate comprehension and to relate the learner's prior knowledge to new information. Although many researchers have investigated the effectiveness of the advance organizer as a prereading strategy, few have used narrative prose as learning passages.

The major premise of this investigation was that thematic preorganizers, when administered to students prior to their reading short stories, would lead to increased reading comprehension. It was the intent of the study to determine whether the treatment (use of thematic pre-organizers) had a differential effect on student responses when compared to reading the text without the use of organizers.

The researcher developed six thematic pre-organizers and six 20-item multiple choice tests. Each test contained items that required knowledge of vocabulary and comprehension at the literal and inferential levels. The six short stories used as learning passages came from state adopted anthologies approved for use with tenth graders.

generally suggest that the reader's visual responses to a text are either irrelevat or detrimental to the reading process and the criticism of literature. I argue that this devaluing of the visual imagination cannot be supported and that, on the contrary, the reader's visual imagination serves a vital function for reading and literary criticism.

The view that the visual imagination is irrelevant or detrimental is not often supported by explicit, systematic argument or by empirical evidence. Therefore, to pose the issue I reconstruct the strongest arguments that might be used to support these positions. I then challenge these arguments on the basis of (1) experimental results in neuropsychology regarding the functions of the cerebral hemispheres and in cognitive psychology concerning the function of visual imagery for the coding and retrieval of information, (2) psychoanalytic theory regarding primary thought processes and the libidinal investment of seeing, (3) philosophical arguments pertaining to issues in aesthetics and, more generally, ontology, epistemology and theory of meaning.

Moving beyond these criticisms, I then build a constructive case for the visual imagination by developing textual studies of John Hawkes' *The Cannibal*, Italo Calvino's *Le Città Invisibili* and Julio Cortázar's "Las Babas del Diablo." These textual studies demonstrate that the visual responses of readers serve formal and semantic functions, providing a privileged standpoint for grasping these literary texts. My analyses also demonstrate how considerations of visual imagining can be integrated into the literary criticism of texts. Thus, on the basis of arguments that the negative views about visualization are unwarranted and textual studies that pose a positive model for utilizing visual responses, I conclude that the visual imagination is important to the process of reading integral to the study of literary texts.

THE RELATIONSHIP BETWEEN CHILDREN'S COGNITIVE LEVEL OF DEVELOPMENT AND THEIR RESPONSES TO LITERATURE Order No. DA8410954

FUSCO, ESTHER TEDESCHI, PH.D. *Hofstra University*, 1983. 298pp.

This study was designed to explore the relationship between students' cognitive level of development and their response to literature. The purposes of the study were (1) to analyze the cognitive level of the students, (2) to analyze the cognitive demands of a variety of pre-adolescent and adolescent books, (3) to develop a series of cognitively based questions dealing with the book and (4) to determine whether students respond successfully to the literature that was appropriately matched to their cognitive level of development.

To accomplish these goals, students from the Shoreham-Wading River Middle School, on Long Island, New York, were chosen. The students were participating in a school-wide literature program called Booktalks. All students selected books from a Booktalk Selection List and then read their choice independently. The investigator selected a book from the student groups formed and analyzed the book using a literature taxonomy created for the study. The taxonomy was designed utilizing a Piagetian framework and modeled after the taxonomy developed by Shayer and Adey. The investigator developed oral and written questions and used them in the Booktalk discussion group which followed the students reading. All responses to the investigator's questions were recorded and analyzed using the SOLO Response Taxonomy.

Data from the Arlin Test of Formal Reasoning, the Stanford Achievement Test Form A, and the Otis-Lennon Mental Abilities Test were gathered and compared to the students' performance in the Booktalk discussion group.

The findings indicated: (1) Analyzing students' responses to questions that were cognitively rated provided a developmental sequence of the characteristics of the different cognitive levels. (2) Students will respond to questions that are matched to their cognitive level of development. (3) There is no significant correlation between a student's age and the student's mean cognitive level. The student's cognitive level of development and not the age of the student are related to his/her mean cognitive level of response. (4) In predicting a student's mean cognitive level, the most significant variables will be the mean cognitive level of the question and the student's reading achievement. (5) It appears that an IQ score does provide similar information as a test of cognitive development. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

A DEVELOPMENTAL APPROACH TO THE TEACHING OF LITERATURE: A CONTEXT FOR MORAL AND EGO GROWTH IN ADOLESCENTS Order No. DA8328274

GARROD, ANDREW CARRUTHERS, ED.D. *Harvard University*, 1982. 400pp.

This thesis explores how a senior high school English literature curriculum can further the goals of moral and ego growth, given that these are legitimate goals of English education. Literature is deemed a suitable academic discipline through which to pursue these goals since writers and critics have frequently discussed the moral and transformative effect of literature. The thesis argues that these goals can be more convincingly realized through informing choices of content and process in an English literature program with a psychological developmental perspective. Accordingly, the views of six developmental theorists are presented, highlighting adolescent stages. Implications are then drawn from these descriptions of adolescence for the English curriculum.

Chapter Two contains a review and critique of four earlier studies or curricular projects that linked developmental psychology with the teaching of English. In all four cases, moral development is equated with development in Kohlberg's justice reasoning typology. Chapter Three is introduced with a characterization of the students participating in this study and a consideration of the importance of classroom atmosphere. As part of a description of the curriculum, the author then explains how through literature, movies and other activities three of the course's central themes--fairness, identity, and friendship--are explored.

In Chapter Four, the teaching process is explained with particular reference to transcriptions of taped classroom discussions. A description of the relationship between students' developmental stages--moral reasoning and ego--and their performance on writing tasks follows, in an attempt to show how an understanding of this relationship enables the teacher to respond appropriately. Finally, in this chapter, the important role that student interviewing of children, adolescents and older people played in the teaching process is discussed.

Chapter Five presents the methodology of the study and the quantitative results of the Kohlberg moral judgment measures and the Loevinger ego development measures. No significant change was observed in the measurement of moral judgment maturity. The major finding of the analysis was that after adjustments had been made for initial differences between the experimental and comparison groups on the pre-test, the developmentally informed curriculum proved statistically significantly effective in stimulating ego development in the experimental class. The quantitative analysis is followed by a descriptive analysis of the students' evaluation of the program. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

ACQUAINTED WITH THE NIGHT: THE JOURNALIST IN AMERICAN FICTION, 1890-1930 Order No. DA8412147

GOOD, HOWARD ALAN, PH.D. *The University of Michigan*, 1984. 285pp. Chairman: Marion Marzolf

This study explores the newspaper fiction published in the United States from 1890 to 1930, years in which many of the conventions of modern journalism developed. I trace the story patterns that run through the novels and short stories: the portrayal of journalism as a school in a cemetery, the saga of the crusading journalist, and the romance of country journalism. Moreover, I place the story patterns within their historical contexts.

My methodology combines historical research into the period 1890-1930 and literary exegesis of representative works of newspaper fiction. Where possible, I have also sketched the journalistic backgrounds of the various authors. It is my contention that newspaper fiction, which was largely written by one-time journalists, represents a secret history of journalism. Within its pages can be found the fantasies and fears that once filled the working days of newspapermen.

In my "Introduction," I explain why newspaper fiction emerged as a distinct literary genre in the nineties. I also examine the literary fashions of the years under study, discuss the widespread belief that journalism was a steppingstone to literature, and review the previous scholarship on newspaper fiction. The next three chapters each deal with a separate story pattern in the fiction. Every chapter opens with a general description of a story pattern, moves to a discussion of the forces that encouraged the growth of the pattern, and then turns to analyses of novels and short stories that illustrate the pattern.

The sample population consisted of sixty-nine tenth graders enrolled in four classes of a required world literature class in Northwest Florida. Prior to the three-week investigation, subjects were administered the *Nelson-Denny Reading Test, Form E* (NDRT). Mean scores on the NDRT were used to identify two High achieving groups and two Low achieving groups.

The Intact Group Comparison design was used. A toss of the coin determined which class from each group (High and Low) received treatment. Treatment groups received a thematic pre-organizer prior to reading each of six short stories; control groups read only the short stories. Neither group received instruction on the use of the organizer. Immediately following the reading of each short story, all subjects completed an objective multiple-choice test.

The Analysis of Covariance (ANCOVA) yielded no significant difference between the mean scores of the experimental subjects and the mean scores of the control subjects. These findings are congruous with approximately half of the investigations reported in the review of literature. However, as the High experimental group progressed through the six stories and tests, their scores improved in all areas. This may suggest that thematic pre-organizers, over time, were responsible for the difference, even though this difference was not statistically significant ($p < .05$).

DEVELOPING AN EXPERIMENTAL CURRICULUM IN LITERATURE, IMAGINATION, AND THE ARTS

Order No. DA8405854

CRANKS, JEANNE SANDRA, ED.D. *University of Pennsylvania*, 1983. 141pp. Chairman: Dr. Morton Botel

In recent years, creative activities for children as well as response to literature have received increased attention throughout professional literature. While theorists and researchers in creativity emphasize the importance of providing stimulating opportunities for creative activities, theorists and researchers in response to literature suggest that responses are multi-dimensional, transactional, and interactive as literature is experienced. Since some learning theorists suggest that learning is increased when instructional strategies are appropriately adjusted to one's present stage of development, then it can be suggested that appropriate activities for elementary school children should include a stimuli-rich environment to facilitate creative activity, and that literature and the arts can be combined in such an environment so that children's imaginations including responses to literature can be expanded.

The purpose of this study is to answer two closely related questions: (1) What processes were used to develop and implement an experiential program which combined literature and the arts while encouraging imagination? and (2) In the perceptions of students, teachers, parents, and in the observation of the researcher, how effective was the program in combining literature with the arts?

Using descriptive, evaluative, and analytic methods, I developed, implemented, and evaluated a program which facilitated children's creative activities, including responses to literature.

Following staff development workshops with artist-teachers from the Imaginarium®, a Pittsburgh-based creative arts company, the artist-teachers worked with children on six consecutive Saturdays using literature and the arts in nontraditional settings.

Data were collected from interviews with the children, artist-teachers, and parents, from surveys completed by the children and artist-teachers, and from detailed field notes which I, as observer, kept during the entire program.

Findings revealed that under certain circumstances these children expanded their language-oriented activities, including responses to literature.

A DESCRIPTION OF A SELECT GROUP OF SIX FIFTH GRADE STUDENTS RESPONSE TO PICTURE BOOKS

Order No. DA8418934

DRIESSEN, DIANE ZLATEC, PH.D. *The Ohio State University*, 1984. 314pp. Adviser: Professor Sharon E. Fox

The study used the qualitative approach of an informal, openended interview technique to examine and describe the responses to picture books of a select group of fifth grade students who had rich backgrounds in picture book experience. Interviews were conducted with six students (three boys and three girls) over the period of one month. The first two session, the subjects met individually to talk about four picture books selected by the investigator. The third session the subjects met in one of the two groups to discuss the picture books by Chris Van Allsburg. The last session the subjects selected their favorite picture books to discuss individually with the investigator.

The results of the interviews indicated that the students responded uniquely. They approached the picture books in an observable, external manner which included "reading" either the text or the illustrations. They also approached the books in an internal, intrinsic manner from a stance (Rosenblatt 1978) on a continuum from aesthetic to efferent reading. Picture books were considered reading material for younger children and created nostalgic feelings. The exception to this were the books by Van Allsburg. The students most often talked about the illustrations in the picture books with emphasis on color, degree of realism, narrative quality and familiar media evident in the pictures. Both their school and home environment influenced their responses to picture books. The small group sessions had a positive affect on their attitude toward picture books.

The fifth grade students' responses were similar to those of primary grade children (Kiefer 1982). Because the subjects had limited opportunities to experience picture books in the middle grades their response was arrested. Certain picture books are appropriate for fifth grade students, they can contribute to their literary and artistic awareness, language and reading development. Fifth grade students need experiences with a wide variety of picture books so they can deepen and widen their response to them.

A STUDY OF TEACHING THE SIGNIFICANCE OF LITERATURE

Order No. DA8414316

EDWARDS, ALEXANDER A., ED.D. *State University of New York at Albany*, 1984. 250pp.

The primary purpose of this study was to derive knowledge essential for teaching a set of objectives. This was accomplished by developing and testing a self-instructional unit as the basis for inferring practices that shed light on the problem of teaching the significance of literature to selected grade 12 students. For this study, the significance of literature refers to a set of five skills for enabling students to: (1) identify the complete literary action of a work; (2) identify the values built into the action; (3) identify the reader's opinion or judgment of the action; (4) identify the intended emotional effect, and (5) explain the relationships among the action, values, judgments, and emotional response. These five interrelated skills, to be mastered by students, constitute the objectives of teaching.

Ultimately, a self-instructional programme was used by a regular class of grade 12 students in a single semi-rural high school. The complete programme was given to each student, who read and responded to it independently during routine class periods in English. At the conclusion, an author-constructed criterion test, developed from the five objectives, was administered simultaneously to all participating students. This criterion test, consisting of twenty-five items (five for each objective), provided the means for determining the extent to which the objectives had been achieved.

From procedures involved in the development and testing of the programme, the necessary data were collected, processed, analyzed, and interpreted. These data provided the basis for concluding that the self-instructional programme was effective: approximately 80% of students achieved mastery of all five objectives. Mastery is here defined as a student's ability to answer correctly at least four of the five test items for each objective.

Based on the foregoing considerations, the following research question was suggested: Would the process of developing and testing a self-instructional programme provide the basis for inferring knowledge essential for teaching five *skills of literary significance* to selected high school students? The answer to this question, as the outcome of research, has shown that the programme was instrumental for accomplishing the purpose of the study.

READING AND VISUAL IMAGINATION Order No. DA8421508

EBROCK, ELLEN JOANN, PH.D. *New York University*, 1984. 222pp. Adviser: Michel Beaujour

Although the visual imagination has been regarded for centuries as vital to the reading of literature, recently this view has been undermined by a pervasive linguistic philosophy that has been imported into literary study. Contemporary literary critics and theorists

There is a section for "Conclusions" in which I suggest that the public derived at least part of its image of the press from newspaper fiction, and that aspiring young journalists modeled themselves to an extent on their fictional predecessors. Anecdotal evidence indicates that would-be journalists, in the absence of journalism textbooks and schools of journalism, resorted to newspaper fiction to prepare for their chosen career. The initiates may have shod themselves in the fictional newspaperman's shiniest dreams and coffined themselves in his darkest nightmares.

A QUESTIONING STRATEGY FOR USE WITH THE THEMATIC APPROACH TO LITERATURE FOR ADOLESCENTS

Order No. DA8405735

GREEN, BETTY WALKER, ED.D. *Memphis State University*, 1983. 212pp. Major Professor: C. Lamar Thompson

The purpose of the study was to develop a questioning strategy based on Bloom's taxonomy for use with thematic studies in literature for the secondary school. This study might serve as an exemplar of strategies for leading discussion on a theme. The theme employed in this study was that of "Initiation", one which has wide appeal to young people and is within their experience.

The research had three phases in its design: (1) the development of the strategy to teach all levels of thinking following the model by Bloom, (2) the evaluation of the strategy by a panel of experts in the field of literature for adolescents, and (3) the testing of the strategy in a secondary school classroom. The theoretical base included the philosophy of teaching literature, the choice of the theme, cognitive processes, the ability of Bloom's model to teach all levels of the thinking process, and the development of a questioning strategy that used all levels and built toward generalizations.

Research bears out that teachers depend too heavily on memory questions. By using all levels of questioning so as to require students to interact with the subject matter, the teacher helps the student to practice thinking processes while more effectively learning and remembering the material. Not only are the levels of thinking important, but the organized sequence of questions leads to optimal learning.

The study utilized a pretest, posttest 1 (after one session of eight days), and posttest 2 (after a second session). Using a three-way ANOVA, the following findings were discovered: Classroom teachers could use questioning strategies to teach all levels of thinking, lead toward generalizations, and aid students in retention. All reading levels benefited from the study, and the continued use of the strategy brought continued gains.

PRIVATE RESPONSE AND PUBLIC DISCUSSION: DIMENSIONS OF INDIVIDUAL AND CLASSROOM RESPONSES TO LITERATURE

Order No. DA8410986

GROSS, BARBARA STARR, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1983. 221pp. Chairperson: Robert P. Parker

The purpose of this study was to examine the relationship between private and public responses to literature, both in and outside of a classroom setting. A discussion of individual and social processes of meaning-making which introduces the research provides a rationale for viewing the two as inseparable. A transactional model of reading and writing, depicting writer, text, reader, and community in a dynamic configuration, provides the context not only for a review of the relevant literature but also for examination of the data.

Because this study examines and generates hypotheses about a process, its methods are qualitative. Its design borrows from naturalistic inquiry and ethnography but is identical to neither. Specifically, four eleventh and twelfth grade English teachers and 16 of their students volunteered to participate. All participants audio taped responses to two poems at home and stated in writing which they preferred to discuss in class. A month later, each again taped responses to the poem of the teacher's choice, knowing this time that the poem would be discussed in class. The class discussion of the poem was audio taped. The researcher interviewed each participant. Transcripts of all tapes were analyzed, with categories emerging from the data. Analysis focused on the interrelationships among the categories.

The discussion of findings focuses on three themes which emerged as central forces in the data. First, students' and teachers' expectations of reading, poetry, school, and the classroom shape their reading of particular poems. These expectations include attitudes, experiences, and specific reading strategies. Second, school and classroom communities set a context for individual reading, establishing values and styles as well as consciousness and awareness. School and classroom work as a particular kind of community whose primary characteristic seems to be separation of readers from their own experience and response. This unawareness is the third theme. Few students reflect on what they do when they respond to a poem; most teachers are unaware of their students' responses. Class discussions do little to further awareness. Implications for the classroom are suggested and research to expand each of the findings is proposed.

A STUDY OF THE EFFECT OF CHILDREN'S LITERATURE WITH NONSTEREOTYPED BLACK CHARACTERS ON THE RACIAL ATTITUDES OF SIXTH-GRADE CHILDREN

Order No. DA8415017

HINES, BONNIE MATHEWS, ED.D. *Northwestern State University of Louisiana*, 1984. 57pp. Directed by Dr. Ben Barron

Purpose of the study. The purpose of the study was to investigate the effect of children's literature with nonstereotyped black characters on the racial attitudes of sixth-grade pupils of average reading achievement.

Procedure. A nonequivalent control group design was used with the pretest as covariate and the posttest as the dependent variable. Four intact reading classes comprised the experimental group which listened to children's literature with nonstereotyped black characters. The control group consisted of four intact reading classes which listened to children's literature with no black characters.

Conclusions. Within the limits of the study, these conclusions are drawn: (1) Listening to children's literature with nonstereotyped black characters does not seem to affect the racial attitudes of sixth-grade pupils of average reading achievement. (2) Listening to children's literature without nonstereotyped black characters does not seem to affect the racial attitudes of sixth-grade pupils of average reading achievement. (3) Children's literature alone does not appear to affect the racial attitudes of children as claimed by censors, promoters of bibliotherapy, didactic authors, and publishers who have revised classics to delete racial stereotypes.

A STUDY ON VALUES AND CHILDREN'S BIOGRAPHIES

Order No. DA8421394

KWON, KYOON, PH.D. *The University of Tennessee*, 1984. 187pp. Major Professor: Dr. John R. Ray

Purpose. This study's purpose was to answer the following questions: (1) What values are most often, moderately, and most rarely covered in the biographies which had been most frequently read by Knoxville (Tennessee) elementary students? (2) What differences in values coverage exist among the biographies most often chosen by students themselves, most frequently chosen by adults' recommendations, and most rarely chosen? (3) What differences in values coverage exist among (or between) the kinds of biographies? And, (4) what categories of biography figures had been most frequently chosen to be read by Knoxville elementary students?

Procedures. From the 10 elementary school libraries which had been randomly selected in Knoxville city schools, 36 different biographies were selected (20 were those most often read, 24 included those most often chosen by students themselves, most frequently chosen by both students themselves and adults' recommendations, and most rarely chosen, eight were overlapped). From each selected biography, approximately 30 units of content analysis (generally paragraphs) were randomly selected and judged in terms of values coverage according to 36 value categories of Rokeach's system. Value frequencies obtained in each category biography were analyzed for answering the proposed questions.

Findings. First, the values most often covered were capable, ambitious, helpful, courageous, cheerful, self-controlled, a sense of accomplishment, social recognition, a comfortable life, family security, an exciting life, and happiness; The values moderately covered were loving, imaginative, responsible, independent, intellectual, polite, pleasure, a world at peace, national security, true friendship, equality, and freedom; The values most rarely covered were obedient, honest, clean, logical, broadminded, forgiving, wisdom, mature love, a world of beauty, self-respect, inner harmony, and salvation. Secondly, no significant differences in values coverage were found among the biographies most often chosen by students

conditions identified as having the most affect on the teachers' quality of work-life were in the category of participatory management. The items identified most frequently included: respect and fair treatment, a full understanding of the scope and responsibilities of the job, clear authority to carry out assigned duties and responsibilities of the job, recognition by administrators of the teacher's ability to do the job effectively and efficiently, and the support and guidance of administrators.

The literature reinforces these concerns and the research indicates the important role the principal has in establishing quality of work-life conditions at the building level. During the interviews, the principals indicated that they felt all of the highest ranked fifteen quality of work-life conditions could be installed in their buildings with the exception of providing adequate time to complete paperwork duties.

Additional studies need to be conducted to explore quality of work-life conditions for teachers in more depth, especially the fourteen unranked items, and to discover if responses to certain conditions differ as related to the particular demographic characteristics of the respondents.

THE AESTHETIC USE OF LANGUAGE AND LITERARY EXPERIENCE: AN INTRODUCTORY PEDAGOGICAL STYLISTICS

Order No. DA8400796

LAPP, NED SCOTT, PH.D. *University of Illinois at Urbana-Champaign*, 1984. 230pp.

This dissertation outlines a pedagogical stylistics, an approach to teaching poetry based on the aesthetic use of language. Two assumptions are made: poetry is one of the arts and reading poetry is an aesthetic experience. This entails two points. First, one of the distinguishing features of poetry is the manipulation of linguistic structures for literary (aesthetic) effects. Language, for poets, is an artistic medium. Second, the effects created from the patterning of language result from received relationships between language and content. They are reader based. Literary (aesthetic) responsiveness depends upon the ability to intuit (read) the analogical relationships between the selection and arrangements of elements of language and what poets try to communicate.

Chapter II explores the sense of sound in poetry. It argues that the "sounds" of words include a tactile element as well as an auditory element. The chapter explores the use of articulatory features of sound to come to terms with the sense of sound in poetry.

Chapter III argues that to appreciate rhythm in poetry we must explore the relationship between the metered line and the line as connected speech. Words, phrases, and clauses maintain their integrity against the meter and carry their own rhythmic weight. The rhythm of a poem results, in large part, from how meter and phrasal rhythms interact.

Chapter IV argues that syntax can be exploited for spatio-temporal features as well as conceptual ones. Syntax can be used to convey abstract "shapes" produced from the compositional nature of grammatical structures. Because syntactic units occur in time, the pace of these units can be exploited. Finally, because grammatical structures carry an associated meaning-usage, the semantic nature of syntax also can be exploited.

Chapter V looks at the role that pedagogical stylistics can play in literary education by looking at the problem of the text and the reader.

These studies are directed toward introductory college poetry courses. Pedagogically, they should lead students to a better reading experience of poetry and provide educators with pedagogic tools to investigate with students the relationship among literary expression, poetic content and themes, and the reading experience.

ASSESSING THE AUTHENTICITY OF THE AFRICAN AMERICAN EXPERIENCE IN CHILDREN'S FICTION BOOKS

Order No. DA8410310

MARSHALL, BARBARA MARIE, ED.D. *University of Massachusetts*, 1984. 274pp. Director: Professor Rudine Sims

This study was designed to assess the content and illustrations of twenty fiction books written about African Americans published between 1967 and 1982 for children between the ages of ten to fourteen. It was based on the view that children's literature functioned as an agent of socialization which introduced children to their cultural heritage and oriented them to the world in terms of values, goals and sensibilities. Ten books written by Euro-American authors were examined to determine the extent to which the phenomena of racism, oppression and caste influenced the presentation of the African American experience. To determine the degree to which books affirmed salient aspects of shared African American experience, ten books written by African American authors were studied.

To analyze the content and illustrations in the books that were studied, two analytical instruments devised by this researcher were applied. One instrument, Assessment of Manifestations of Racism, Oppression and Caste, was designed to ascertain the extent to which illustrations and content were distorted by racism, oppression and caste. A second instrument, Assessment of Salient Aspects of Shared African American Experience, was used to evaluate how selected works affirmed seven salient aspects of shared experience: (1) kinship patterns, (2) concept of struggle, (3) Afro-centric values, orientations and frames of reference, (4) heritage symbols, (5) indigenous institutions, (3) African American modes of communication, and (7) cultural products.

It was determined that the illustrations and content of books written by Euro-American authors contained manifestations of racism, caste and oppression. Further results indicated that selected books by African American writers documented and affirmed salient aspects of shared African American experience. It was found that the treatment of the African American experience by African American and Euro-American authors differed in their presentation of four basic issues: (1) Black identity development, (2) view of Africa, (3) view of oppression, and (4) view of the status of African American people in the United States.

A RHETORICAL APPROACH TO TEACHING POETRY

Order No. DA8414771

NYHAN, HAROLD LAWRENCE, D.A. *The Catholic University of America*, 1984. 286pp.

Introductory poetry textbooks are numerous, but, for one reason or another, they fail to present poems as aesthetic objects. The eleven texts considered in Chapter One ultimately value poems for the kinds of meaning conveyed rather than for the formal integration of those meanings.

After examining in some detail and rejecting the critical positions of Coleridge, I. A. Richards and Cleanth Brooks, Chapter One proposes Craig LaDriere's interpretation of certain classical texts, especially Aristotle's *Rhetoric*, as a theoretical framework for the rest of the dissertation.

A poem is defined as a verbal object remarkable for the harmonious interaction of its various structures. Since the more basic structures--patterns of sound, diction, grammar and logic--are enclosed within the more comprehensive rhetorical structures, these latter organizations afford a better vantage point from which to approach the study of any poem. Consequently, the remaining chapters analyze numerous works in the light of various rhetorical features.

What is stressed throughout these analyses, however, is that the rhetorical structures are not created for a rhetorical end, to persuade, but for an aesthetic end, to please. They exist for their own sake and for the sake of the harmonious resonances they establish with all the other structures in the poem.

Chapter Two, *Ethos*, observes various kinds of speaker found in lyric, narrative and dramatic poems. Although speakers are always viewed as appropriate to specific works, this chapter takes on historical perspective by considering various kinds of personae discoverable in lyrics from the fifteenth through the twentieth century.

Chapter Three, *Pathos*, discusses the importance of determining the precise nature of the addressee. The pressures exerted by the addressee upon tone and style are also examined in lyric, narrative and dramatic works. Further consideration is given to determining when the nature of the address tends to create rhetorical rather than poetic discourse.

Chapter Four, *Mythos* and *Logos*, exemplifies how subject references are organized either dynamically as plot or statically as description, exclamation or argument. The final chapter, *Lexis*, explicates the use of figures and tropes in creating style.

FIRST ENCOUNTERS WITH THE AVANT-GARDE: CHILDREN RESPOND TO THE BOOKS OF HARLIN QUIST

Order No. DA8410791

PALEY, NICHOLAS B., PH.D. *The University of Wisconsin - Madison*, 1984. 184pp. Supervisor: Dr. John M. Kean

Controversial in aspects of story/text, illustration, and artistic design, the experimental, avant-garde children's books published by Harlin Quist have been the focus of intense debate and discussion, acclaim and censure in the educational community ever since their original publication in 1966.

This study examines the responses of first-grade children to a representative sample of three Quist books differing in degree of unconventionality in order to provide evidence regarding the meaningfulness of such avant-garde art and literature for children.

Twenty children (10 boys, 10 girls) were randomly selected for the study. Study participants were individually read one book during each of three sessions in a natural, school setting. Each reading was followed by a 5-7 minute interview-discussion regarding the textual, pictorial, and aesthetic qualities of each book. The interview-discussion, incorporating a standard, researcher-designed set of questions with opportunity for spontaneous, in-depth questions and/or responses, was carried out in an informal, conversational manner. After the final reading and interview-discussion, children were asked which Quist book they preferred most and which Quist book they regarded as having the best pictures.

Analyses of children's responses indicated the following: (1) that children overwhelmingly responded with enthusiasm and enjoyment--and not with fear or fright--to each of the Quist books selected for this study. (2) that when asked to select the most preferred Quist book and the Quist book with the best pictures, children were most consistent in their response for--and most consistently preferred overall--the Quist book considered most avant-garde or furthest from the conventional in this study.

These results provide evidence which indicates that children's enjoyment of literature and art is more wide-ranging than previously reported. Earlier studies generally suggested that books markedly unrealistic or rich in literary and artistic sophistication, surrealism, and experimentation were not meaningful or enjoyable for children. The evidence provided by this study decidedly contradicts the findings of these earlier studies as well as the views of those who considered Quist books too different, 'too disturbing'; 'inaccessible'; or 'too frightening and surreal' for children.

LEVELS OF AESTHETIC EXPERIENCE WITH LITERATURE

Order No. DA8418725

PARNELL, GARY LESTER, PH.D. *The University of Utah*, 1984. 154pp. Chairman: Michael J. Parsons

This dissertation is a research project designed to investigate the possibility of cognitive-developmental structures underlying the aesthetic responses of children and adults to poetic literature. Clinical interviews with fifty subjects (children in grades three, six, nine and twelve and college students) discussing four well known poems were conducted. The data from these interviews were used to amend and sophisticate the theoretical constructs developed by Michael J. Parsons and applied to visual art by Marilyn Johnston and Robert Durham.

The data indicate that based on such criteria as relevance to the content and context of the poems and differing ability to see the poem from perspectives of others it would be possible to discriminate several levels of response to the poems. These levels of response are suggestive of the stages which are characteristic of Jean Piaget's work in logical development and of Lawrence Kohlberg's work in moral development.

EFFECTS OF GENRE-SPECIFIC SETTING ON CAUSAL CHAIN COMPREHENSION OF NAIVE AND SOPHISTICATED SCIENCE FICTION READERS

Order No. DA8409267

PINCUS, ARLENE REVA HONIG, PH.D. *Fordham University*, 1984. 268pp. Mentor: Lillian Restaino-Baumann

The investigator hypothesized that readers use the macro-structure SETTING to access genre-specific story schemata and that understanding a story's Setting information enhances Causal Chain understanding. Because Setting interacts with readers' prior knowledge about possible-worlds in which stories are set, a science fiction story was chosen. Science fiction Settings do not match known possible-worlds; hence readers cannot routinely apply Setting information by default.

The investigator hypothesized that Sophisticated science fiction readers construct genre-specific expectations. Sophisticated readers would use a science fiction scheme to understand such stories, while Naive readers, using a more general story schema, would understand less of the Setting, and therefore less of the Causal Chain. It was predicted that a general summary of the story's Setting would improve recall of both variables.

Subjects were competent adult readers, categorized by a test of science fiction background knowledge into 36 Naive and 36 Sophisticated subjects.

The story was a 7600 word, naturally-occurring, science fiction story. Based upon the work of Delany (1977; 1978), Setting was analyzed on dimensions in which science fiction and realistic fiction differ: uniqueness of concept and level of imagery. Causal Chain was analyzed through an Event Chain Analysis as suggested by Warren, Nicholas, and Trabasso (1979). Dependents were tested in a multiple-choice recall condition. Half the subjects received the Setting Summary.

Sophisticated subjects recalled significantly more Setting and Causal Chain information than Naive subjects. Both groups showed systematic differences between recall of Setting proposition categories. There was a significant relationship between the Causal Chain and Setting. The Setting Summary did not affect subjects' recall.

The investigator concluded that Sophisticated readers had an advantage in recalling Causal Chain and Setting information. The success of a few Naive subjects in recalling Causal Chain information showed that a general schema could be used to understand the story's *events*. However, these subjects remembered less Setting information related to the Causal Chain than did Sophisticated readers.

LITERARY FICTION FOR SOCIOLOGY, PSYCHOLOGY, AND GERONTOLOGY: THE HUMAN PERSPECTIVE REVEALED

Order No. DA8412229

PROKOP, ROGER LEE, PH.D. *The University of Michigan*, 1984. 428pp. Chairman: Carl I. Brahce

This study forges a link between two ways of human knowing--the artistic and the scientific. It creates this union by analyzing relevant writings of important representatives from both communities.

Fiction makes individual and personal the phenomena sociologists, psychologists, and gerontologists study. Unlike the empirical methodologies these scientists typically employ, fiction allows entree into the inner or human perspective of the people under scrutiny. The human perspective is "lived experience" in its wholeness, including the external and observable, but "lived experience" as known subjectively. That experience is (1) concrete (not abstract), (2) with a sense of freedom (as opposed to social/psychological determinism), (3) a synthesis, (4) with subjective meanings at least as important as observable facts, and (5) value-laden.

Fiction speaks relevantly to these five areas. Scientists and artists concur that the plausibility of fiction in terms of human nature make it a credible resource. It is not, however, the only resource. Participant observation, the case study or life history, and biography also disclose the human perspective. This study discusses similarities and differences between these methodologies and fiction.

The human perspective about religion (the believer's subjective experience with its social and psychological consequences) is a potent example of what fiction can reveal. This study utilizes this example. It first examines what scientists say may comprise a religious "mentality." It then demonstrates the relevance of fiction in disclosing the human perspective about religion (and life, generally) by examining Isaac Singer's "Grandfather and Grandson" and J. F. Powers' "Lions, Harts, Leaping Does."

This study indicates the usefulness of fiction: (1) in generating insights about human phenomena that elude what empiricism can discover, (2) in leading social and psychological scientists into new areas of enquiry, (3) in educating *all* who come to it with a desire to learn. Further work might build on the present study by exploring fictional portrayals of varied groups studied by the scientific community. Those who subscribe to a political ideology, possess a minority status, survive disruptions like revolution, emigration, war, or (on a personal level) blindness or mentall illness bear viewing from within. Fiction provides the view.

WINNING IS EVERYTHING: MYTHS AND REALITIES IN SELECTED CONTEMPORARY ADOLESCENT NOVELS OF SPORT Order No. DA8408705

VANLANDINGHAM, MICHAEL A., ED.D. *The University of Tennessee*, 1983. 218pp. Major Professor: Mark A. Christiansen

The purpose of this study was to determine how the authors of a selected group of contemporary adolescent novels of sport portray certain themes and issues of sport for young people. Central to this analysis was an examination of these three questions: (1) To what extent is the "winning is everything" ethic present in the novels? (2) What effect does competition have on the protagonist's character? (3) What effect does the role of the coach have on the protagonist?

In an effort to be objective in selecting the novels included in this study, the assumption was made that the sixteen novels listed under the topic "Sports Stories" in G. Robert Carlsen's *Books and the Teenage Reader* comprise a representative sample of adolescent novels of sport. For the purpose of analysis, these works were divided into two categories: novels of individual sport and novels of team support.

Several observations were made based on the analysis of these sixteen adolescent novels of sport. Among the observations were these: (1) In most cases the novels include some sense of the "winning is everything" ethic. (2) The protagonist is usually affected in some way as a direct result of athletic competition, and the effect is often positive and rewarding. (3) The coaches tend to influence the protagonist in some way, usually by encouraging the character to do his or her best job and bring victory to the team.

The author noted that teachers may find these novels valuable for prompting some reluctant readers to read. The suggestion was made that teachers could use both these novels and the analyses found in the study to develop students' critical reading and thinking skills. It was also suggested that some teachers might have students explore the issue of whether sports participation builds character.

A FICTIVE PEOPLE: ANTEBELLUM ECONOMIC DEVELOPMENT AND THE READING PUBLIC FOR AMERICAN NOVELS, 1837-1857 Order No. DA8421576

ZBORAY, RONALD JOHN, PH.D. *New York University*, 1984. 434pp. Adviser: Kenneth Silverman

Between the Panics of 1837 and 1857 in the United States, the reading public for novels written by Americans grew tremendously. This dissertation attempts to explain and interpret that growth from the perspective of the transformation of American economic life which occurred during the same period. Chapter one of this dissertation discusses how the industrial revolution which transformed the American economy changed also the nature of publishing so that readers confronted an unprecedented number and variety of books at affordable prices. One expression of the industrial transformation, the transportation revolution, forms the subject of chapter two, for improved transport altered the system of distribution through which the reader acquired books at the same time it changed the social context in which these books were read. Chapter three looks upon the limitations on the reading public inherent in the antebellum institutions devoted to generating literacy and advancing public knowledge. Chapter four concerns the limitations upon the reading public for American novels arising out of both the larger social context and the booktrade. Throughout the dissertation, a wide variety of sources are employed, including publishers' records, travellers' accounts, and contemporary newspaper articles. The evidence presented suggests that the changing socio-cultural context of the reading public, much more than the evolution of the publishing industry or the genius of authors, explains the shift in taste from English authored works and non-fiction towards American authored novels. The limitations upon novel reading emerging from out of that context also suggest that the primary public for American novels consisted of young, urban Northeasterners with a native American, lower middle class background.

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